

## MYP unit planner

### Stage 1: Integrate significant concept, area of interaction and unit question

#### Area of interaction focus

Which area of interaction will be our focus? Why have we chosen this?

- Health and Social Education
- Environments

because these AOIs help students to answer the following questions: 1. what kind of medicine is best for me? Am I taking excess dosages and harming my own health? 2. how much medicine is best for me? how can I determine the quantity? 3. what should I do to keep my next generation live healthier and happier

#### Significant concept(s)

What are the big ideas? What do we want our students to retain for years into the future?

Various substances of same mass and volume has different number of particles in it.  
(What is enough for me may not be enough for you)



#### MYP Unit Question

How much is enough? (Significant concept: what is enough for you may not be enough for me)



#### Assessment

What task(s) will allow students the opportunity to respond to the unit questions?  
What will constitute acceptable evidence of understanding? How will students show what they have understood?

#### class test on chemical quantities.

##### Formative: Peer Assessment

This assessment is to enforce the idea of mole and chemical formula, and a peer assessment is chosen, so that the students can observe the error of others, to conceptualise the problem in hand better.

##### Assignment on percentage composition

##### Formative: Self Assessment

to understand the conceptualisation of percentage of a particular element in a given compound.

#### MYP Objectives

Which specific MYP objectives will be addressed during this unit?

## IB Expectations/ Assessment Criteria

Which MYP assessment criteria will be used?

## Stage 2: Backward planning: from assessment to the learning activities through inquiry.

### Content

What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the guiding question?  
What (if any) state, provincial, district, or local standards/skills are to be addressed?  
How can they be unpacked to develop the significant concept(s) for stage 1?

### Approaches to Learning

How will this unit contribute to the overall development of subject-specific and general approaches to learning skills?

### Learning Experiences

How will students know what is expected of them? Will they see examples, rubrics, templates?  
How will students acquire the knowledge and practise the skills required? How will they practise applying these?  
Do the students have enough prior knowledge? How will we know?

### Strategies / Activities / Differentiation

How will we use formative assessment to give students feedback during the unit?  
What different teaching methodologies will we employ?  
How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their mother tongue? How have we considered those with special educational needs?

### Resources

What resources are available to us?  
How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?

## Ongoing reflections and evaluation

### Unit Reflections

**In keeping an ongoing record, consider the following questions. There are further stimulus questions in the unit planning section of *MYP: From principles into practice*.**

#### Students and teachers

What did we find compelling? Was our disciplinary knowledge/skills challenged in any way?  
What inquiries arose during the learning? What, if any, extension activities arose?  
How did we reflect - both on the unit and on our own learning?  
Which attributes of the learner profile were encouraged through this unit? What opportunities were there for student-initiated action?

#### Possible connections

How successful was the collaboration with other teachers within my subject group and from other subject groups?  
What interdisciplinary understandings were or could be forged through collaboration with other subjects?

**Assessment**

Were students able to demonstrate their learning?

How did the assessment tasks allow students to demonstrate the learning objectives identified for this unit? How did I make sure students were invited to achieve at all levels of the criteria descriptors?

Are we prepared for the next stage?

**Data collection**

How did we decide on the data to collect? Was it useful?